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AUTHOR Nelson, Conny E.
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ABSTRACT

In 1972 each campus of the University of Wisconsin system was directed to develop a 10-year academic plan by the end of 1973. The response of UW-Green Bay to this mandate is presented, with special reference to the preplanning activities at the system level, and to the organization and implementation of comprehensive planning procedures at the campus level. (Author)

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THE IMPLEMENTATION OF LONG RANGE ACADEMIC PLANNING PRACTICES AT A STATE UNIVERSITY: A CASE STUDY

by

Conny E. Nelson
Assistant Vice President for Academic Affairs
University of Nebraska

Abstract:

In 1972 each campus of the University of Wisconsin System was directed to develop a ten year academic plan by the end of 1973. This paper describes the response of UW-Green Bay to this mandate--with special reference to the pre-planning activities at the System level, and to the organization and implementation of comprehensive planning procedures at the campus level.

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THE IMPLEMENTATION OF LONG RANGE ACADEMIC PLANNING PRACTICES AT A STATE UNIVERSITY: A CASE STUDY

Conny E. Nelson
~~University of Wisconsin-Green Bay~~
University of Nebraska

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THE IMPLEMENTATION OF LONG RANGE ACADEMIC PLANNING PRACTICES AT A STATE UNIVERSITY: A CASE STUDY

PROLOGUE

The ensuing narrative is a retrospective and summary report. It describes in general and measured terms, after the settling of much dust, the implementation of an extremely complex and sometimes frantic program review and planning operation conducted in a relatively brief time by the University of Wisconsin-Green Bay, an institution made up of about 3,400 FTE students, 200 faculty, and 200 classified, academic, and administrative staff members. If this report had been written during the events it describes, rationality might not have been its dominant tone, and a sense of orderly progress toward a well-defined goal would have been somewhat less evident than will be the case below. Nevertheless, in terms of the confident analysis appropriate to hindsight and to reports of theory put into successful if not perfect practice, this paper is a fair description of the implementation of long-range academic planning practices at a small to medium size state university.

I

AND THE GOVERNOR SAID, LET THERE BE MERGER

As the 1970-71 academic year began, public higher education in Wisconsin was organized on two state-wide systems, the University of Wisconsin and the Wisconsin State University systems. The University of Wisconsin was made up of four four-year institutions: UW-Madison, UW-Milwaukee, and two recently opened campuses, UW-Parkside and UW-Green Bay.

In addition, the University of Minnesota had established a group of small two-year campus centers scattered throughout the State; and an unprecedentedly large, active, and prestigious state-wide extension division. The University of Minnesota campus at Duluth was in a very literal sense the parent campus of the system, and it provided the tradition of values, academic goals, and faculty governance for the other three constituents in the University of Minnesota.

The Minnesota State University system was made up of nine four-year regional colleges throughout the State. These campuses were not closely related to one another by tradition or a common parent or by patterns of close cooperation, but they shared a sense of community based on a common historic mission--teacher education--and on a general sense of otherness in respect to the University of Minnesota. This sense was heightened by the fact that the funding level of the State University system was lower than that of the University of Minnesota, and by the fact that there were great differences in the size and faculty governance standards of the two systems. In addition to the eight four-year campuses, the State University system had made progress in developing the set of two of extension programming (which was campus-based rather than centrally controlled), and was beginning to develop a sub-system of two-year branches at some of the four-year institutions.

Each of these systems had its own chief executive officer and a board of eight (three) on a state-wide basis in the University of Minnesota system, and on a regional basis in the State University system). The seven remaining competitors between the two systems was theoretically under the control of a State superboard, the Minnesota Coordinating Council for Higher Education. However, the CCHE was ineffective, and program duplication, empire building, general inter-system competition, and angry State politics were the inevitable results of the existence of the two independent systems.

[illegible] one points higher education governance in Minnesota has changed dramatically. In 1995 a new governance has been created. The governing actions for accomplish the board's higher education community to substantially proposing a merger of Minnesota's two university systems. We have proceeded in over three by substantially implementing the proposal in the years of only a few months. Then, by mid-summer, 1995, the two boards plans systems had been merged into a single new governance of Minnesota System merged in terms of organization, budgets, and operations at least, if not in terms of policies and people.

The 1995 had been dominant. Preceding over the new System was a single board of Regents formed by the governor from the members of the two old boards plus some new appointees. The new board was made responsible for all aspects of higher education in Minnesota. A single president administered the System. Also, two major seven were to process which were complex would assess practical consequences of the new System. First, the old organizational identities of the University of Minnesota and the Minnesota State Universities were being threatened. The newly merged University of Minnesota System had to be organized on five clusters of institutions, each with a specific, differentiated mission. (The nature of these activities also be classified based on five seven.) Each clusters except the Crook one to be made up of institutions from both of the old governance systems. The clusters were:

a. The Research clusters, i.e., Minneapolis, Morris/Crookston

b. The university clusters, i.e., the nine Comet Minnesota State University from four institutions and the two campuses from four institutions of the old University of Minnesota (Minnesota Twin and Morris/Crookston)

c. The two-year rural clusters, i.e., all the two-year campuses of both of the governance systems.

d. Metropolitan, i.e., all the extension programs of both of the governance systems.

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central office for academic and fiscal planning and programming.

(UW-System, Academic Mission Statement-I)

The mission statements of the institutions within each cluster were developed by the institutions themselves in consultation with Central Administration and the Regents. The statements were developed with reference to (a) the history and current practice of each campus, (b) the pre-merger mission statement of each campus (if any), (c) public hearings held by the Board of Regents on each campus, (d) and the limitations contained in the mission statement of the institution's System cluster. All the mission statements developed for all three tiers described above were subject to Board of Regents approval.

In the overall process of developing the various institutional mission statements, two contingent principles served as policy guidelines. That is, the finished mission statements themselves, and eventually the academic planning documents which were to be given focus by the mission statements, were to balance the need for unity in the System with the need for diversity in each campus mission; and were to encourage campus autonomy within a context of coordination and accountability. (ACMS-I)

On the whole, the process of developing the three tiered pattern of mission statements was successful. Each institution was allowed, with more or less pain, to establish a "territory" and an identity on which it could focus its plans for future development and/or cutback. While some overlap in campus missions was inevitable and desirable, and while the size of the territory finally allowed each campus was smaller than some desired, individuality was recognized, and a solid base for future planning was established. UWGB, within the limitations of the System mission and its cluster mission statement, was given an academic territory which suited quite well its history and aspirations, and which clearly differentiated it in the System as a whole: UWGB was, in fact, granted a specifically "special

mission" as opposed to the "select mission" status granted to all but one other Institution in the System:

SPECIAL MISSION OF THE UNIVERSITY OF WISCONSIN-GREEN BAY

The University of Wisconsin-Green Bay should offer a focused, institution-wide academic program that is innovative and substantially unique in both its goals and organization, emphasizing interdisciplinary, problem-centered study of Man in the Environment. To this end:

a. The university should develop, test, and evaluate new mission related educational programs and procedures.

b. The university should strengthen multi-disciplinary and inter-disciplinary concentrations which support the ongoing academic mission.

c. The university should develop problem solving approaches to investigating and learning, especially in mission related areas.

d. The university should offer programs leading to professional certification or the equivalent in areas clearly associated with its mission.

e. The university should provide basic graduate education which grows clearly and directly from the unique organization and goals of the undergraduate programs.

f. The university should support the interchange of ideas and techniques among individuals, the university, and the community to improve the quality of life.

g. The university should develop appropriate inter-institutional program relationships within the region, while serving the state as a uniquely oriented educational resource.

Operational Parameters of the System's Planning Effort: System Planning Principles

Having established the extent of participation in, and the scope and the focus of the planning effort, it was necessary to define the broad parameters within which planning operations were actually to be conducted at both the System and the institutional levels, and the specific common concerns which all planners were to address. A two-tiered system of statements of planning principles were adopted as the device to achieve this effect. First, after system-wide consultation by the Central Administration of the System, the Board of Regents approved a comprehensive Statement of Planning Principles for the University of Wisconsin System as a whole (ACMS-I). This statement contained the following fundamental proviso:

> System planning principles are stated by the Regents as general policy concerning the organization of institutions within the System, and the conduct of academic planning and program review by the System. These principles will be supplemented by statements of principles to be developed by the several institutions with reference to their academic planning and program review goals, criteria, and procedures. Institutional principles should be consistent with those stated by the Regents for the System.

Thus, the System's statement of planning principles became both the occasion and the guidelines for the development of a second tier of statements at the institutional level. (Since the four clusters of the System are not operational units, but are only unstaffed

organizational units, statements of planning principles were not developed for the clusters.)

Subsequently, therefore, each institution developed its own statement of planning principles with reference to (a) the System's Statement of Planning Principles, (b) their own institutional and relevant cluster mission statements, and (c) the advice of the local campus community. Each institutional statement was intended, thus, to reflect both the general responsibility of the institution in the System, and the uniqueness of the institution's particular mission, problems, and aspirations. Once approved, the institutional statements of planning principles--given their Regents required emphasis on academic planning and program review goals, criteria, and procedures--served in effect as a kind of formal planning contract between the System and the individual institutions.

The System's Statement of Planning Principles was (in the operational sense) fundamental to the entire ten year planning exercise of the University of Wisconsin. The following much summarized outline of the System's statement presents a broad overview of its comprehensiveness and import, and offers a thumbnail sketch of the entire complex of planning problems which faced the System and its constituent institutions as the ten year planning process began.

Precis of the University of Wisconsin System
Statement of Planning Principles (1973)

I. System Organization

A. Institutional autonomy practiced in a context of coordination and accountability is the basis of the System.

1. The System is a federation of Institutions with programs carrying out particular missions. Each Institution will develop and maintain:

a. Planning Principles which stipulate goals, criteria and procedures for planning decisions.

b. A Ten Year Plan stating detailed Institutional objectives and priorities.

2. The Institutions have responsibility for their programs, planning, and use of resources (within mission) subject to:

a. Central Administration and Board of Regents approval of new degrees and programs.

b. Central Administration review of selected program areas in the System with eye to continuation, modification, or termination of particular programs.

c. Board of Regents designation of regional consortia or inter-institutional or System bases for future program planning and development.

d. Institutional cooperation with the development of the Central Information System as a basis for monitoring academic activity and planning or decision making.

B. Groupings among constituent institutions.

1. The Institutions of the System will be grouped in four clusters for purposes of resource allocation, mission differentiation, and inter-institutional planning:

a. Doctoral: Undergraduate, Doctoral, and advanced professional programs, and major research facilities.

b. University: Undergraduate programs within mission and selected non-doctoral graduate programs.

c. Extension: Planning and coordination of state-wide extension and outreach, and coordination of international outreach.

d. Center System: Fourteen two year campuses offering associate degree level programs in general and liberal studies.

2. Further sub-groupings may be made for purposes of resource allocation, mission differentiation, and administration consolidation.

II. Mission Unity and Diversity

A. The System is unified in its general goals and is diversified by the multiplicity of programs developed by each institution in response (within mission) to internal educational criteria and external necessity and need.

B. Each institution should maintain program capability for excellent instruction in undergraduate liberal studies.

C. The range of professional and occupational education programs needed by the System will be defined in the context of system-wide planning with emphasis on diversity, non-duplication, and appropriate distribution of educational opportunity in the State.

III. Undergraduate Education

A. Undergraduate teaching is a high priority goal for all institutions.

1. Explicit recognition of teaching effectiveness in each institutional reward system is required.

3. All programs must emphasize flexibility of student opportunities (credit by examination, etc.)

4. The Regents will seek resources and follow allocation policies which will enable efforts to improve undergraduate education and related faculty development needs.

IV. Post-Baccalaureate Education

A. Background Issues

1. The demand for graduate study will remain high.

2. The demand is likely to increase in human service professions, emerging disciplines and interdisciplinary studies.

3. Continuous evaluation of resources needed to meet problems of cost, order and oversupply of graduate students.

B. Guidelines for Planning

1. Doctoral responsibilities will remain all existing PhD and specialists programs in fashion with new or program alterations or limitations.

2. New graduate programs will be approved only after considering carefully should be from base institutions. Proposals must demonstrate:

   a. Social need
   b. Existing academic base
   c. Student demand
   d. No higher priority need for resources
   e. Absence of duplicative educational opportunity elsewhere in Region or region

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B. [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

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as into the pattern of faculty responsibility and the institution's reward system. Future planning and review will place intensified emphasis on program and faculty involvement in outreach and public service as an integral part of UWGB's environmental mission.

G. Planning, Equal Opportunity, and Affirmative Action: UWGB reaffirms its commitment to equal opportunity and affirmative action, and will emphasize both as appropriate in all aspects of program planning and review.

H. Planning--Specific Procedures: UWGB will continue to utilize procedures which insure appropriate joint student, faculty, staff, and administration consultation in the formation and implementation of mission statements, planning principles, priorities, plans and academic program goals.

1. In particular, program goals, program evaluations, and planning recommendations (including faculty and student input) are generated at the program level. All programs are reviewed annually in these respects at the divisional level. Administrative reviews of program and divisional recommendations include consultation with appropriate student/faculty committees which are advisory to the Dean of the Colleges, and subsequent consultation by the Vice Chancellor with his student/faculty/staff Planning Council. Final unit approval rests with the Chancellor after consultation with the UWGB University Committee, and, when appropriate, the Faculty Senate.

2. Program priority assessments and reassessments are generated annually at the divisional level and proceed through the same administrative review structure outlined above.

3. The entire planning and program review process is an ongoing, annual function coordinated by the Office of the Vice Chancellor and integrated into University governance, operations, and budget development by means of the program and administrative review structure described above.

4. Actual implementation of planning and recommended program changes requires adherence to the procedures for System review and approval published by Central Administration.

Once this document had gained the approval of Central Administration, UWGB was in a position to turn its entire attention to organizing the actual on-campus planning effort.

II

THE UWGB PLANNING EFFORT

Within the context of the policies, procedures, and criteria outlined in the foregoing section, UWGB and the other institutions in the System were given considerable latitude as to how they would organize their on-campus planning efforts, and as to how they would implement the planning process. UWGB took full advantage of this latitude.

The time frame of the on-campus effort was tight, but given the clear mandate and policies of Central Administration and the Regents, it was adequate. Preparation of the various instruments to be used by the UWGB community, development of working procedures, and agreements on scheduling were accomplished during the summer of 1973. Actual implementation was scheduled for the fall semester of 1973-74 academic year, with the plan to be completed by mid-December.

Organization of the Planning Effort

During the summer of 1973, UWGB made its first major operational step toward completing its ten year plan. At that time it was decided that Green Bay's planning effort would be organized around the following five interrelated but distinct activities:

1. Identification of new program intentions;
2. Review of academic support programs at their points of interface with academic programs;
3. Conduct of an existing academic program review;
4. Conduct of an all-university curriculum inventory;
5. Conduct of a general review of existing academic policies and procedures.

The second step in organizing the ten year planning effort at UWGB was to determine the structure which would be the basis of the planning operation. The major given of that determination was the Regents requirement that there be significant faculty and student participation at every level of planning.

It was decided to base the planning operation as far as possible on the existing governance structure of the university rather than on a specifically created planning committee which would stand outside the normal routine of the faculty, student body, and administration. The object was to make the planning operation a part of the ongoing UWGB routine, and not just a "task force" type project. Predictably enough, UWGB's governance structure is in large measure a function of its academic organization. Since that organization is non-traditional in several important respects, it must be outlined here as a prelude to explaining governance at UWGB.

UWGB's academic organization may be described as having three parts: the undergraduate "unit," the adult education "unit," and the graduate "unit."

The undergraduate unit is made up of 56 major, sub-major, and special curricular programs. The Dean of the Colleges is the executive officer ultimately responsible for the undergraduate unit and all of its various kinds of programs. In budgetary matters the programs report directly to the Dean. In curricular matters and most personnel matters, however, the 56 programs report to the faculty executive committee of one or the other of the two (undergraduate) curricular divisions into which the university is divided: the Bio-physical and Socio-cultural divisions. The Divisional Executive Committees in turn are advisory to the Dean in curricular and personnel matters relevant to their divisions. The Dean reports directly to the Office of the Chancellor/Vice Chancellor.

The adult education unit, centered in the Office of Adult Education, coordinates and budgetarily supports the outreach of undergraduate programs off campus. Also, it administers UWGB's University Without Walls program and its non-credit course offerings. Having no faculty of its own, adult education "buys" parts of the regular teaching loads of faculty from the Dean of the undergraduate unit to teach the courses it sponsors. Thus, while the Director of Adult Education is academically dependent on the Dean of undergraduate programs, the Director is budgetarily autonomous. Adult education reports to the Office of the Chancellor/Vice Chancellor.

The graduate unit is presently in the process of planning UWGB's basic graduate program. It is made up of an elected Graduate Faculty Council and an appointed chairman. When planning is complete, the graduate program will not be a creature of the existing undergraduate programs or governing bodies. It will be interdisciplinary in nature, and the Graduate Faculty Council will be responsible in academic terms to the faculty as a whole--not to the undergraduate major programs. Administratively, the chairman of the Graduate Faculty Council will report to the Office of the Chancellor/Vice Chancellor.

Thus, for the purposes of this paper, UWGB's academic organization may be thought of as: (a) 56 undergraduate curricular programs which report to the Dean of the Colleges through one or another of the two elected faculty Divisional Committees; (b) the Office of Adult Education which coordinates and budgetarily supports the outreach of the undergraduate programs off campus, administers separate University Without Walls and non-credit course offerings, and which reports to the Office of the Chancellor/Vice Chancellor; (c) the graduate "program" which is still in the planning stage, and which is made up of an elected Graduate Faculty Council responsible to the faculty as a whole in academic terms and to the Office of the Chancellor/Vice Chancellor in administrative terms.

The governance systems of each of these three parts of UWGB's academic organization are quite different, and each had to be taken into account in the planning process. However since the undergraduate unit is by far the most significant and dominant of the three, its system of governance may be taken as the UWGB norm and as the real basis of the planning process at the university.

The governance structure of the undergraduate unit falls into two tracks: operational governance, and policy governance. In the broadest terms, operational governance is based on the faculties of the 56 undergraduate curricular programs meeting as "departments" (UWGB does not have disciplinary departments in the traditional sense, and the term is used here in a metaphoric sense and for the sake of clarity). The department elects the program's chairman, for example. However, more significant than the department as a whole is the departmental Executive Committee made up of all tenured members--associate and full professors--of the department. The Executive Committee is chaired by the departmentally elected chairman. The Executive Committee makes all recommendations on promotion, tenure, annual merit increments and curriculum for the department. Generally speaking, these

recommendations must be passed for approval to the Divisional Committee appropriate to the given department before they are sent to the Dean of the Colleges for final approval.

Members of the Divisional Committees are elected from the tenured faculty of the division by the entire faculty of the division. The Divisional Committees are responsible for maintaining academic, personnel, and curricular standards--and for adjudicating conflicts of interest between the departments in their divisions. Their recommendations on such matters, and their recommendations on the recommendations of the departmental Executive Committees are passed to the Dean of the Colleges for final action, or for the Dean's recommendations to the Chancellor where appropriate. The Divisional Committees are not responsible for the operations and standards of the graduate unit (or the adult education unit), even though the graduate faculty is for the most part co-extensive with the undergraduate faculty. That is, at UMSL a faculty member has two hats, a graduate and an undergraduate hat; he looks to the elected Divisional Committees or the elected Graduate Faculty Council for operational guidance depending on the hat he happens to be wearing at the moment.

Policy governance is supplied for the undergraduate unit by the University Committee and the Faculty Senate. The University Committee is elected by the UMSL faculty as a whole. Tenured rank is a requirement for election to the University Committee, and the committee has two basic functions: (a) to serve autonomously as the executive committee of the faculty as a whole, and to advise the Chancellor--particularly in personnel appeals and other sensitive matters; and (b) to serve as the executive, agenda, and steering committee of the Faculty Senate. The University Committee elects its own chairman.

The Faculty Senate is elected from the faculty as a whole (all ranks) by voting districts, i.e., roughly speaking, the departments. It is chaired by the Chancellor, or by the

Chairman of the Statewide Committee is the Chancellor. The Deputy to the Delegate is a member ex officio of the Senate. The Senate has the responsibility to faculty senates, particularly in the area of all-university academic policies and issues. Since the Senate and the Statewide Committee are all-university bodies, the graduate and adult education units fall as recommendations of major policy approval to appropriate jurisdictions.

As stated earlier, SUNY decided to use the governance structure as far as possible in the basis of the planning process, the major given of which was the requirement to involve students and faculty participation in planning at all levels. Examination of the governance structure just described revealed three problems. The first of these was that while adequate high level faculty participation on the policy side of planning could be assured by the Statewide Committee and the Senate working in consultation with the Chancellor, a mechanism for faculty participation on the operational side did not exist above the level of the Deans of the Colleges. Therefore, it was decided that a Five Chancellor's Planning Council would be created and be made a permanent part of the university's ongoing operational governance process, e.g., the annual and biennial budget planning process, etc., as well as the two year planning process. The membership of the Five Chancellor's Planning Council was to include students, administrators, faculty, and academic and support analysts. It would be chaired by the Five Chancellor, and would thus assure appropriate participation in operational planning at the senior level of the administration.

The second problem was that though SUNY has a strong tradition of student participation in governance, the existing formal provisions for student participation in the governance area were inadequate to the magnitude of the upcoming planning process. Public action

participation in planning at the senior level was assured by the creation of the Vice Chancellor's Planning Council, to become chief spokesperson for problems and initiatives at the departmental and Board's level insofar as he spoke. The Vice Chancellor agrees in part, but she spoke not that approximately 100 academic, working at either the departmental, divisional, Board's, or Vice Chancellor's level, came to be involved in developing the ten year plan.

The second question was that an all-encompassing mechanism existed for developing the criteria or approving new program proposals. The principal developed for this purpose will be described later.

The third area in examining the planning process was to determine the usefulness to users of which the university's governance/planning system could perform the appropriate tasks, i.e., studying, reviewing, on an all-encompassing basis, and finally approving the ten year planning document. The task of initially studying the planning document was delegated by the Chancellor to the Vice Chancellor and the staff. The Vice Chancellor was to coordinate the various planning efforts, and was to examine all final planning documents and generally strengthen the university. On the basis of these recommendations and the various discussions of the Board of Regents, and in consultation with the Vice Chancellor's Planning Council, the Vice Chancellor was to establish the appropriate format for the final planning document, and was to develop the first draft of the document for consideration by the Chancellor. The Vice Chancellor would then seek the advice of the University Governance units as they would review the draft in detail with the Planning Council, and make their recommendations for revisions and improvements of the draft to the Chancellor. The Chancellor would then develop the final form of the plan and approve it for consideration to the Board of Governors of the University of Wisconsin System.

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Recommendations on any academic policy or procedure which bore on the review or the planning concerns of any program or individual were to be input into the planning process as appropriate. All such recommendations reaching the Vice Chancellor were to be reviewed by the Vice Chancellor's Planning Council--which, because of its place at the center of all university planning, generated a number of such recommendations on its own--and considered for inclusion in the initial draft of the ten year plan.

Putting It All Together

As fall semester, 1973, began UWGB was ready to put its planning organization into effect. The determinations, strategies, activities and instruments described above had been fully explained to the campus community. The planning calendar had been established, and all faculty, student, and administration tasks had been assigned. Throughout the preparatory period, administrators, chairmen, faculty, and the various governance committees had been kept informed of developments on a regular basis. Indeed, all of the crucial planning policy decisions had been made, and all such crucial documents as the UWGB mission statement and statement of planning principles and the UWGB existing program review format, had been developed and/or approved in consultation with the Divisional and University committees and other campus groups. Thus, to only a moderately large chorus of complaints about goddamn busy work, administrative plots to whitewash this or that, the impossibility of the task, and the destructive effect that organized planning would have on academic quality, the university community set to work.

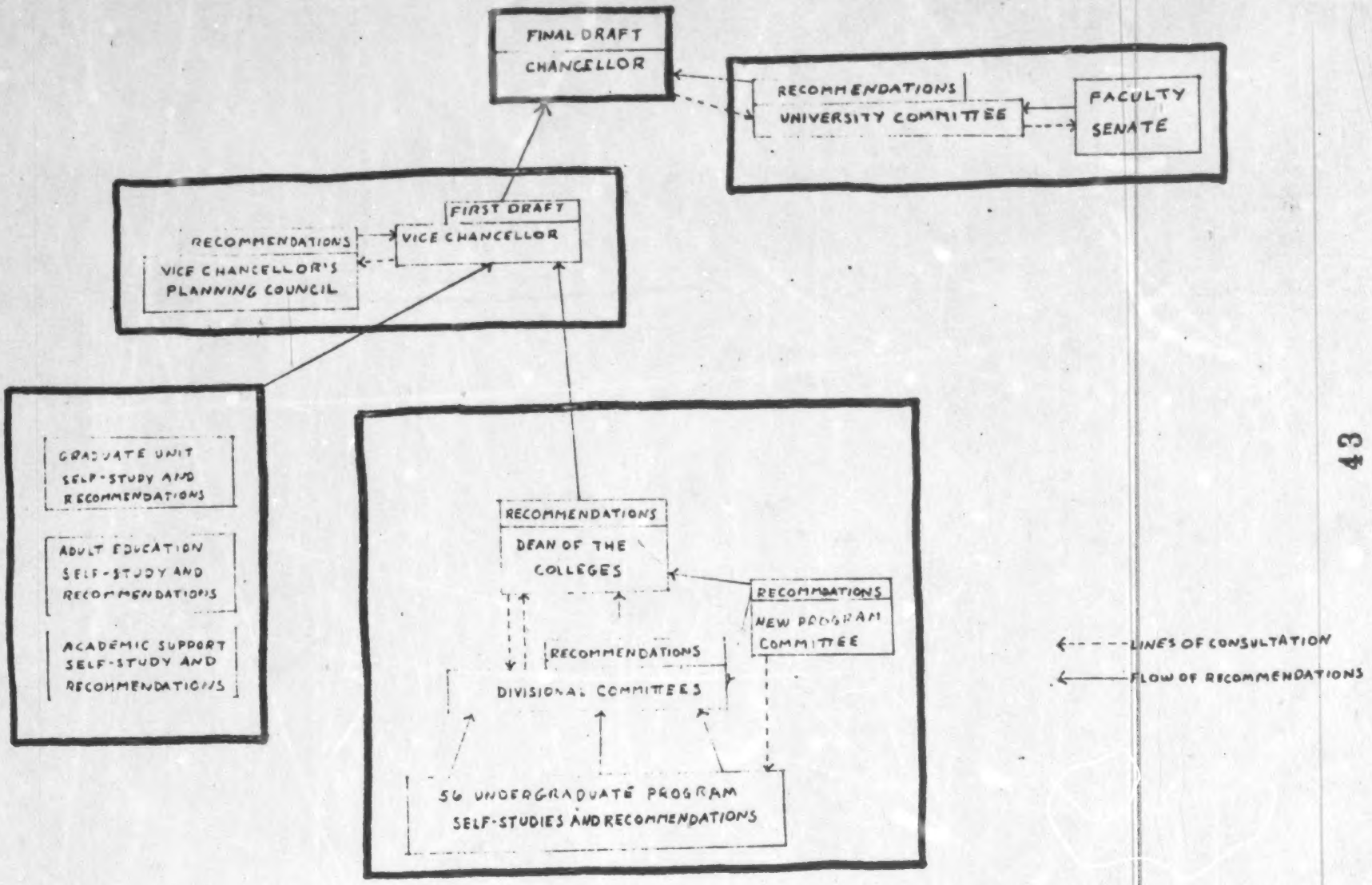
In sum, the planning process worked well. The four major concentration points of review and recommendation (the "departments" and their executive committees; the divisional committees; the Office of the Dean of the Colleges; and the Vice Chancellor and the Vice Chancellor's Planning Council) worked hard though not necessarily in perfect Christian

harmony to coordinate their respective Herculean labors.

The attached chart (page 40) summarizes the complex planning operation as it actually functioned, i.e., the operation fell into five modules: two program review modules (the first constituted by the undergraduate programs with the Divisional committees, the new program committee, and the Dean of the Colleges; the second constituted by the academic support divisions, and the Adult Education and graduate units); a synthesizing and plan drafting module (the Vice Chancellor, his staff, and the Vice Chancellor's Planning Council); a module for all-university, faculty review of the draft plan (the University Committee and the Faculty Senate); and the Chancellor who functioned as a module for final review, synthesis, and approval. Somewhat to the wonder of the coordinator of the planning project, the process not only worked, it proceeded according to schedule. Searching program reviews were conducted, and largely because of the overviewing function of the Divisional committees and the Vice Chancellor's Planning Council, numerous tough-minded recommendations were synthesized and included in the final draft of the plan--and the plan was finished and the first steps toward implementation were began two days before the Regents' December deadline.

This essay is meant to be a report of the implementation of UWGB's ten year planning process, not an analysis of the plan itself or its implementation. Nevertheless, a brief description of the finished plan and its impact on UWGB is in order here. The final planning document had three parts. The first contained a planning overview, UWGB's mission statement and planning principles, and other supporting material; the second contained detailed recommendations for action in regard to academic programs, organization, and policy; and the third contained detailed planning recommendations--that is, recommendations for further exploration of problems which had been identified and defined during the planning process, but which

UWGB TEN YEAR PLANNING PROCESS



required considerably more study before sound action recommendations could be formulated. A deadline date was established in the planning document for each of the action and the planning recommendations.

The impact of the planning process on the UWGB community (which was extremely positive, at last), and the contents of the plan itself are best summarized by the following two sections of the final draft which I will quote to conclude this report. They are the introduction and the summary overview sections of the plan.

AN AGENDA FOR CHANGE
THE UWGB TEN YEAR PLAN

INTRODUCTION

The following Ten Year Plan is divided into three parts. Part One contains the UWGB Planning Overview, the UWGB Special Mission Statement, and the UWGB Statement of Planning Principles. It succinctly states the goals of UWGB and the UWGB planning effort--goals which the university has long had in view and toward which substantial progress has already been made, but which have taken on new dimensions with the approval of the new UWGB Special Mission Statement.

Part Two and Part Three of the Plan contain the various program, planning, and policy actions which UWGB will work to implement during the first several years of the ten year planning period. Taken together, Parts Two and Three constitute the agenda of objectives which the UWGB community as a whole agrees should be achieved in order to

move the university further toward its goals. Part Two identifies action objectives, and Part Three identifies planning objectives.

The agenda of objectives is imposing, for it reflects in one place all the experience and sense of purpose that the UMGB community has gained in the first years of the university's existence. In this respect the ten year planning effort could not have come at a more auspicious moment for UMGB. After five solid years of practice, the time is ripe for UMGB to reaffirm what has been successful in its program, to reinforce what has shown promise, and to rework or eliminate what has been less than successful. Such has been the spirit behind the formation of this agenda of objectives.

The process of forming the agenda was thorough and vigorous. It involved uncounted hours of labor over a four month span by faculty, administrators, and students. Each academic program and sub-program studied itself by completing and debating a 42 page Existing Program Review Format. Both the program faculties and students were involved in this process. The program self-studies were then reviewed at length by the faculty Divisional Committees, and also by the Dean of the Colleges.

In addition, an all-university New Program Committee of students and faculty formulated recommendations for new mission-oriented programs (beyond those already on the drawing board), which were then reviewed and placed in the perspective of UMGB's goals by the Divisional Committees and the Dean of the Colleges.

While of necessity UMGB's Ten Year Plan focused solely on academic matters and instruction, it was not possible to separate planning focused on instruction from planning focused on instructional support. Therefore, academic support units were also asked to evaluate

themselves, and were subsequently reviewed as part of the planning procedure--though only insofar as their operations relate to instruction since their operations in other respects and their overall organization lie outside the province of the present Plan.

All recommendations generated in the above process were forwarded to the Vice Chancellor for his review in consultation with his Faculty/staff/student Planning Council. The Vice Chancellor's Planning Council worked with the Vice Chancellor in drafting the initial form of the Ten Year Plan. The draft document was then sent to the UWSB University Committee and the Faculty Senate for general review and recommendations before being sent to the Chancellor for final revisions and approval. Virtually all UWSB faculty members and staff administrators were involved in one phase or another of the formation of the Plan as were nearly 100 students who served as members of the various planning and reviewing committees.

Except in areas of new program intentions, the Ten Year Plan is primarily and necessarily focused on setting directions for the first five years (1974-79) of the ten year planning period. However, as initial objectives are achieved, additional objectives and improvements will emerge; and future reviews and updates of the Plan will emphasize a longer range vision. Therefore, the Plan promises to become a cumulative, self-correcting mechanism for the continued goal oriented development of UWSB.

In conclusion, it should be noted that a planning document necessarily emphasizes future challenges rather than past and present achievements. Therefore, relatively little is said in the UWSB Ten Year Plan about the present strength and gratifying accomplishments which our program reviews documented in each of our curricular areas, and in the overall academic program. All in all, the program reviews generated an exceedingly positive and

[illegible] [illegible] [illegible] [

[illegible] and also provides the statewide use of [illegible] [illegible] [illegible]

[illegible]

5. Finally, it was also deemed necessary to describe planning objectives related to general problem principles and to the provision of contraceptive services available and problem support programs. This was done in accordance with [illegible]:

   a. [illegible] general principles and problem/constraint support [illegible] to assure optimum encouragement of the [illegible] program.
   b. To evolve general principles and problem/constraints support [illegible] on the basis of the government's programming experiments, and to assure that principles and [illegible] remain optimally appropriate to the government's planning principles and [illegible] goals.
   c. To develop and general principles and problem/constraints support [illegible] of [illegible] to their successful [illegible] implementing units, among appointed bodies, and [illegible] the [illegible] target areas.

This process involved in the identification of 10 planning objectives relating to general principles and available support programs. The complete detail list is available for inspection in these planning objectives and appended in Table 1 in the [illegible] of significant points objectives [illegible] p. [illegible] in appendices.

٩. [illegible]

أ) [illegible]

ب) [illegible]

ج) [illegible]